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ABSTRACT

This book documents and explores the range of strategies that a competent group of language users (17 students in a graduate course) employed when responding to a range of reading and writing tasks over a semester's time in a naturalistic instructional setting. The book is divided into the following six chapters: (1) "The Nature of Introspective Accounts in a Classroom Setting"; (2) "The Role of the Specific Classroom Context"; (3) "Reading in Relation to Writing"; (4) "Writing in Relation to Reading"; (5) "Textual Origins: Building Knowledge Effectively and Affectively"; and (6) "Implications for Instruction and Research." (MM)

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